DOCUMENT RESUME

ED 060 500 EA 003 993

AUTHOR DeVaughn, J. Everette
TITLE A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance.
INSTITUTION Mississippi State Univ., State College. Educational Services Center.
PUB DATE Sep 71
NOTE 21p.; Manual prepared in cooperation with Mississippi Task Force Committee

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrator Characteristics; *Administrator Evaluation; *Educational Administration; Educational Policy; Evaluation; Evaluation Criteria; *Evaluation Techniques; *Performance Criteria; *Professional Personnel; Standards

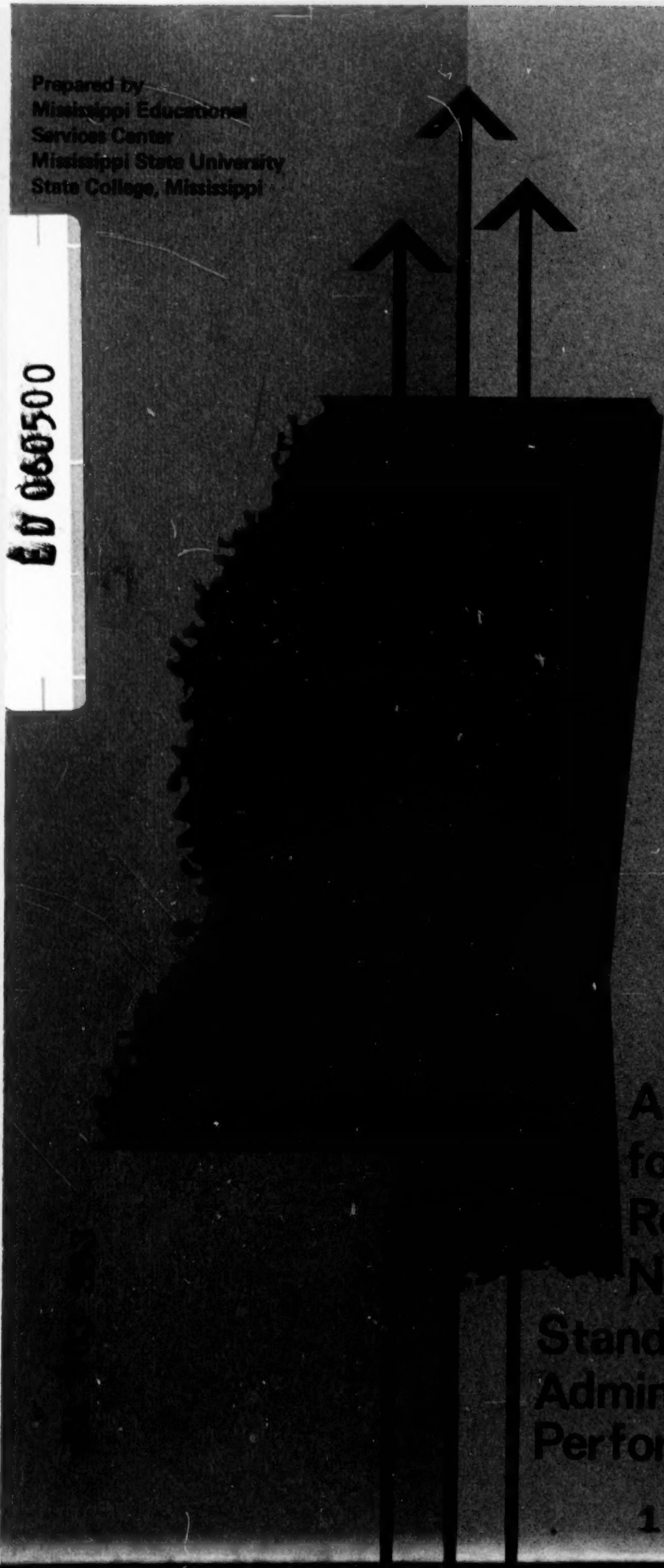
ABSTRACT

This document briefly states the purposes and scope of and the procedures for administrator evaluation within the context of immediate and future educational goals. Appendixes present administrator evaluation instruments designed to measure professional growth and service in meeting the stated goals. (RA)

Prepared by
Mississippi Educational
Services Center
Mississippi State University
State College, Mississippi

ED 060500

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Administrator Performance

A MANUAL FOR DEVELOPING REASONABLE, OBJECTIVE, NONDISCRIMINATORY STANDARDS FOR EVALUATING ADMINISTRATOR PERFORMANCE

Funded under the Provisions of Title IV,
Sections 403 and 404, Public Law 88-352
The Civil Rights Act of 1964

Sponsored and Prepared by
Mississippi Educational Services Center
State College, Mississippi 39762

In Cooperation with the Mississippi Task Force Committee

Dr. J. Everette DeVaughn, Consultant and Writer

September, 1971

Copyright
Mississippi Educational
Services Center

1971

publication or distribution by
permission only

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Mississippi Educational Services Center TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

FOREWORD

The Mississippi Educational Services Center, in reacting to requests for assistance from the Mississippi Council of Public Schools and from individual school districts within the State of Mississippi in their efforts to develop professional evaluation programs for the improvement of instruction, organized a program which it felt would best meet these requests. The program which was organized had as its primary objective the generation of due process procedures and nondiscriminatory professional evaluation instruments which would serve as guides to those school districts that wished to implement such a system within their own districts or for use as presented.

The organizational plan called for the selection of a Task Force Committee to be representative of all the major segments of public education within the State of Mississippi. The functions of the Task Force Committee were to select a highly respected authority in the field of professional personnel evaluations and school law and to direct the efforts of the person selected toward the construction of policies and a set of instruments for those school districts choosing to use them. The Task Force Committee selected Dr. J. Everette DeVaughn, Professor of Educational Administration, Georgia State University, Atlanta, Georgia, to serve the Committee in this capacity.

Dr. DeVaughn was charged with the tasks of requesting, collecting and reviewing professional evaluation instruments from throughout the United States and from those districts within Mississippi that had developed their own instruments. Upon review of practice and research in the field, Dr. DeVaughn was to present to the Task Force Committee preliminary drafts for consideration of the committee. The instruments were to be nondiscriminatory, were to meet the requirements of **Singleton** and were to provide for due process of law.

Following the adoption of the preliminary policy instruments by the Task Force Committee, the instruments were then field-tested by five school districts within the State of Mississippi, after which time recommended changes were incorporated into the instruments. Following the field-testing and revision, a professional review panel consisting of twenty teachers, three elementary principals, three secondary principals, three superintendents of schools, eight deans of colleges of education, an officer of the Mississippi Education Association, an officer of the Mississippi Teachers Association, representatives of the U. S. Department of Justice, representatives of the Mississippi Congress of Parents and Teachers, and attorneys for plaintiffs in public school litigation all analyzed the instruments. The instruments were critiqued by representatives of the U. S. Department of Justice and other legal counsel and were adjudged by these to be nondiscriminatory, to meet the requirements of **Singleton** and to provide for due process of law.

The Task Force Committee on June 1, 1971, approved the final draft as presented to the committee by Dr. DeVaughn on that date. The Task Force Committee voted unanimously for acceptance of the instruments and for a resolution expressing appreciation to Dr. DeVaughn for a "job well done." The committee then unanimously passed a motion to refer the instruments to the Mississippi Educational Services Center, charging the center with the tasks of editing, reproducing the instruments and providing assistance to those school districts within the State of Mississippi desiring the services of the center in their efforts to implement or improve existing professional evaluation programs or in adoption or adaptation of the procedures and instruments presented.

The Task Force Committee emphasized that care should be taken for the proper use of these instruments. Any school system has given local conditions which dictate differing needs as to the design and use of professional evaluation programs. These instruments should serve as a guide to the individual school districts in developing their own programs or as policy and instruments to be adopted or adapted. Local program planning and development or adoption or adaptation should involve both teaching and administrative personnel in order to be effective.

ACKNOWLEDGMENTS

The National Academy for School Executives and the staff directors and their assistants are due grateful acknowledgment for much of the direction of this Mississippi attempt to develop a defensible evaluation policy, procedure and instrument to evaluate teacher and administrator performance. Some sixty-five systems in Mississippi have made considerable progress toward development of policy and practice consistent with accepted personnel administration.

Grateful acknowledgment is made to the Mississippi Task Force and to all who in great measure shared their thoughts as an attempt was made to develop an evaluative instrument of some objective value in professional improvement and in assessment of teacher performance. The Task Force and its members have demonstrated in this effort the notion that a group of highly qualified individuals can, through free exchange of thought, arrive at reasoned conclusions and a far better solution than could any individual, however experienced.

A review of the literature and instruments throughout the nation was necessary. This review resulted in the conclusion that a procedural policy was essential to due process. Obviously much energy over a long period of time has been exerted in an attempt to evaluate teacher and administrator performance, largely with two results—a checklist with subjective undefined qualities, characteristics or traits; or a complicated interaction analysis instrument or procedure impossible of administration with a large staff.

No one source or instrument has been used here, although the writer has been conscious of most approaches. Appreciation is expressed to Educational Research Service, AASA and NEA Research Division, for permission to use adaptations of a form published in **Educational Research Service Circular No. 7, 1968.**

Personal acknowledment is due Dr. George Redfern, Dr. Willard Elsbree and Dr. E. E. Reutter, Jr., who have influenced the thinking of the writer on problems of evaluation for a decade or more.

J. Everette DeVaughn
Professor
of Educational Administration
Georgia State University
Atlanta, Georgia
Consultant, Mississippi Task Force

June, 1971

Mississippi Task Force Committee Members

*Dr. Kirby Walker, Chairman
Superintendent Emeritus
Jackson Public Schools
Jackson, Mississippi

Mr. N. R. Burger
Principal
Rowan High School
Hattiesburg, Mississippi

Mr. J. M. Caughman
Superintendent
Laurel City Schools
Laurel, Mississippi

Mr. T. E. Cotten
Superintendent
Quitman Consolidated School District
Quitman, Mississippi

Dr. Joe Holloway
Director of Instruction
State Department of Education
Jackson, Mississippi

Mrs. Etoile Hopkins
President
Mississippi Education Association
Jackson, Mississippi

Dr. James McPhail
Chairman
Department of School Administration
and Supervision
University of Southern Mississippi
Hattiesburg, Mississippi

Dr. Clyde Muse
Superintendent
Hinds County Schools
Jackson, Mississippi

Dr. John Phay
Director of Institutional Research and
Professor of Education
University of Mississippi
University, Mississippi

Mr. Esco Smith
Superintendent
Harrison County Schools
Gulfport, Mississippi

Mr. H. M. Thompson
President
Mississippi Teachers Association
Jackson, Mississippi

Dr. L. O. Todd
Superintendent
Meridian Public Schools
Meridian, Mississippi

Ex-Officio members:

Dr. Leonard McCullough
Director
Mississippi Educational Services Center
State College, Mississippi

Mr. David Moffett, Jr.
Assistant Staff Specialist
Mississippi Educational Services Center
State College, Mississippi

Dr. Thomas L. Richey
Program Director
Mississippi Educational Services Center
State College, Mississippi

Mr. John Ethridge
Title IV Division
State Department of Education
Jackson, Mississippi

TABLE OF CONTENTS

PROCEDURES AND POLICIES IN THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF ADMINISTRATORS AND SUPERVISORS 1

PURPOSE 1
SCOPE 2
PROCEDURES 2
ASSUMPTIONS 2

APPENDIXES . . . . . following page 4

Appendix A: An Instrument for the Evaluation of the Professional Growth and Service of Administrators and Supervisors 5

Appendix B: Forms to be Used in Setting and Evaluating Individual Administrator Job Tasks 12

PROCEDURES AND POLICIES IN THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF ADMINISTRATORS AND SUPERVISORS

PURPOSE

General Purpose

The general purpose of evaluation of professional growth and service of administrators and supervisors is to improve the administration and supervision of the educational units and programs and the quality of instruction in the school system so as to provide the best possible education for students. Evaluation at a minimum involves assessment of the quality of administration and educational leadership by the administrator's immediate superior, with review at the next higher level and with an appeal procedure built into the evaluative process.

Specific Purposes

Program purposes. The purposes of evaluation as regards the educational program are as follows:

1. To improve leadership in improvement of instruction through the procedures and processes detailed in the proposed "Evaluation of Professional Growth and Service of Teachers";
2. To improve the educational leader's grasp and use of organizational and management techniques that will expedite and facilitate the educational program;
3. To improve the utilization of professional and non-teaching personnel allocated to the instructional and support functions in the school or central office staff;
4. To make most effective the pupil personnel services in the school, to include not only counseling and guidance services through specialists and teachers and administrators, but also through student activities and school-sponsored social experiences and a strong student participation in government and in the decision-making process at the level appropriate to the development of students involved, to provide experiences for maximum development;
5. To strengthen the conduct and control of the business and fiscal affairs of the school and the management of physical facilities, including cleaning, maintenance and repairs and allocation of space;
6. To establish and maintain close contact with parents and leaders in the "publics" of the community; to interpret the program and objectives of the school and school system;
7. To obtain feedback and continue the process in realization of the school's objectives and program;
8. To promote a broad program of activities that will enhance good interpersonal relationships among staff members, pupils, and parents.

Individual assessment purposes. Assessment of the quality of administrative and educational leadership has the following purposes:

1. To determine the degree of information and skill possessed by the administrator in his role as educational leader;[1]
2. To determine the administrator's adequacy of planning;
3. To determine his appropriateness of method and adequacy of followthrough after decision is reached;
4. To determine the adequacy of organization of his own work and that of personnel supervised;
5. To determine evidence of his ability to originate and develop and followthrough on constructive ideas;
6. To determine "degree to which his decisions are sound, timely, and effectively carried out";
7. To determine to what extent his decisions are shared by those significantly affected by those decisions;
8. To determine the extent to which superordinates, co-ordinates, and subordinates are kept informed at all times of all decisions on a need-to-know basis for effective operation at each level;
9. To assess the administrator's ability to present challenges and goals and to motivate staff members to meet those challenges in an enthusiastic manner;
10. To assess the ability of the administrator to encourage and lead in the development

---

[1]Purposes number (1), (2), (3), (4), (5), (6), (8), (9), (11) are adaptations of "performance factors" in an instrument of the Cincinnati Public Schools published in **Educational Research Service Circular No. 7,** AASA and NEA Research Division, 1968, p.32. Standards in instrument beginning on page 5 grow out of these purposes.

of learning experiences and curriculum appropriate to the student population under his supervision, to include support by appropriate staff, facilities, and equipment, and all with community acceptance;

11. To determine the ability of the administrator to further the growth and improvement of his staff in accordance with the inherent philosophy, purposes, and objectives of the "Evaluation of Professional Growth and Service of Teachers";

SCOPE

Policy and procedures and evaluative instrument apply to all department heads where applicable, assistant principals, principals, supervisors and/or coordinators, central office directors, assistant and associate superintendents and administrative assistants to the superintendent. Such personnel shall be evaluated by December 15 of each academic year, with report to the superintendent on or before the end of the first school week after New Year's Day. All individuals in the classes listed herein shall be evaluated on the "job tasks"[2] portion of the evaluation form at the time specified above and in the manner and process hereinafter provided.

PROCEDURES

Orientation

All administrative and supervisory personnel shall participate in an orientation on the evaluation policy, purposes, procedures, and the evaluation instrument in pre-planning week or as soon thereafter as possible. The superintendent or his designated representative shall be responsible for such orientation.

After the initial year of the implementation of the evaluative process, only those individuals newly assigned to administrative or supervisory positions will be required to attend such orientation, provided that on a voluntary basis anyone may attend.

Initial Assessment

In the first two months of the academic year each administrator and supervisor will individually analyze his own competencies, strengths and weaknesses and will complete the "job tasks" portion of the evaluation form, assigning a value under the space numbered "1." The immediate supervisor will do likewise with each administrator or supervisor under his supervision, assigning an assessment rating under space number "2." A conference will be held in the first two months between each administrator and his immediate superior to consider the list of "job tasks" deemed essential for professional growth or improvement to a satisfactory level. Agreement shall be reached on "job tasks" to be used in the final evaluation and agreement shall be reached on the assessment level of current performance, to be recorded in Column "3."

Coordination and Continued Supervision

During the period from initial assessment until the first two weeks in December each administrator shall continuously observe behavior of those under his supervision and conduct conferences to assess progress or lack thereof.

ASSUMPTIONS

General

Stated below are assumptions which are believed to be desirable as educational goals for today and in the immediate future. Such goals, methods and learning experiences are current in professional literature and teaching materials; yet, it is known that many systems in the nation as well as in the South, unfortunately, do not have the staff or time to develop extensive behavioral objectives and curricular materials to achieve such objectives because of financial restraints. It is also recognized that in some communities other styles of teaching may be considered more acceptable. It is believed, however, that the assumptions below present valid goals and objectives which should now be achieved or should be targets to be accomplished in the immediate future. The assumptions, therefore, form the bases for projection of desirable or preferred teacher behaviors or performance expected now or in the future. Each system, of course, is free to adapt or adopt goals, assumptions, and behaviors as it feels appropriate. It is fully

---

[2]Adapted from terms in form used by Cincinnati Public Schools, published in **Educational Research Service Circular No. 7**, AASA and NEA Research Division, 1968, p. 31.

recognized that each system may have developed its own philosophy with accompanying assumptions which express that philosophy of education and teacher performance. In that case the system would use the presented conceptual design as a model to be modified in assumptions and teacher and student behavior to fit the needs of the system. The process of policy and procedure development and teacher behavior would be the same except for adaptation of philosophy and expected behavior and outcomes.

Assumption 1. First of all, it is assumed that educational goals and objectives have been established and expressed in student behavioral terms, to include the cognition[2] area and accompanying skills usually expected in student performance as measured by objective tests or observations—speech, reading, writing, computation, demonstrated knowledge in history and related social sciences, biological and physical sciences, and the liberal arts expected and measured at the appropriate developmental level. It is assumed that principles, concepts and issues are expected to be of central importance with synthesis as a major purpose rather than mere accumulation of facts and dates, and that they be related to understanding of current problems and issues as they affect life problems and situations.

Assumption 2. It is furthermore assumed that educational objectives have been established in the affective domain[3] —acceptable appreciations, feelings, attitudes, self-concepts; awareness of and commitment to values and the rights of others; acceptance of others, acceptance of the worth of every individual in a democratic society. This assumption is based on the postulate that how one feels about people, issues, principles, values is equally important as one's cognitive knowledge; in fact, perhaps more important, in that direction, purpose, and commitment and success in a personal sense in life and in service to society depend upon the affective dimensions.

Assumption 3. Although not often enough seen in school or system statement of objectives, the psychomotor domain is also important and has been given attention at the early childhood levels; in learning, for instance, left and right; in developing coordination of muscle groups through dances, games, exercises; and in directing the difficult eye and muscular coordination necessary in reading writing, and the like; and at the later elementary and secondary levels in developing the more intricate psychomotor tasks.

Assumption 4. Under the foregoing assumptions the teaching and learning and supervisory tasks become behavioral in nature. If the student learns, behavior in cognitive, affective and psychomotor domains is modified or reinforced. Under these assumptions the teacher also behaves in a modified way. No longer does he direct, impart facts or conduct drills only, but he involves the learners in setting objectives and in determining levels of participation; in relating to each other on a one-to-one basis and in small group and large group learning situations; in self-directing study; in examining issues, values, and principles in an open climate, he also involves the learners in setting objectives; in determining levels of participation; in having students relate to each other on a one-to-one basis and in small group and large group learning situations; in self-directing study; in examining issues, values, and principles in an open climate, exposing all reasoned points of view freely expressed; in relating themselves and what they learn to the world in which they live, physical and social. In such a free climate the teacher is expected to maintain the control necessary to promote maximum learning opportunity and will not tolerate significant interruption of the learning process.

Assumption 5. The approach to student evaluation is behavioral. An evaluative process must involve assessment of student behavior as well as increments of cognitive learning or skill acquired by the student. The student must also demonstrate some degree of acceptable feelings, attitudes, emotional response, etc.

Assumption 6. It follows that the teacher must be evaluated in behavioral terms, to determine the degree to which he is arranging for learning experiences that will achieve the assumed instructional objectives in cognitive, psychomotor and affective domains.

Assumption 7. The instructional and administrative supervisor must demonstrate an awareness of the behavioral modifications expected as students progress through learning experiences and as teachers place emphasis upon behavior in student evaluation. An essential in the learning environment is student control, self-imposed or teacher-imposed, preferably the former. Free self-expression must not be considered as license without regard for others and the learning rights of others. Therefore, the evaluator primarily seeks to assess not only what is observed as behavior of the student, both in class and out of class, but what behavior is demonstrated by the teacher and what

[2]The process of knowing or perceiving; perception; anything known or preceived, usually refers to perception of facts or process or understanding of body of knowledge.

[3]Pertains to one's feelings, emotions, attitudes; therefore, involves one's values and attitudinal and emotional responses.

activity is scheduled which clearly leads to change or modification or reinforcement of student behavior, based on assessed principles, values, issues.

Assumption 8. It is assumed, with some good evidence, that many teachers have significant guilt feelings relative to whether they are performing at an accountable or responsible level, and administrators are burdened not only by like feelings but also the worry about how adequately they are assessing and improving instruction. One purpose of the evaluation is to free teachers and principals of such guilt feelings and of the necessity to mumble generalities and apologies about their accomplishments through systematic improvement of teaching and learning and evaluation, and to reward the competent, improve the promising, and rechannel the energies of those not performing at an acceptable level into fields of endeavor other than teaching.

APPENDIX A

AN INSTRUMENT FOR THE EVALUATION OF THE PROFESSIONAL GROWTH AND SERVICE OF ADMINISTRATORS AND SUPERVISORS

INSTRUCTIONS ON ADMINISTERING FORM

Using either one of the following number codes, the administrator or supervisor will rate himself on all items and record his self-evaluation in Column 1. The immediate supervisor will rate the administrator independently, using Column 2. In conference they will reach agreement on evaluation and will record their joint rating in Column 3.

0= unobserved		U= unobserved
1= poor		
2= below average, not acceptable	OR	A= acceptable
3= average, or acceptable		
4= above average		N= not acceptable
5= superior		

Behavioral evidences are indicated as guidelines. Other evidences may appropriately be considered but with as much specificity as possible. However, if the philosophy established in the behavioral evidences is accepted, other behaviors considered should be consistent with those in the instrument. (See comments introducing teacher evaluative instrument.)

This instrument when completed in any portion must be classified as confidential and should be available only to the evaluatee, the evaluator, and the reviewing officials.

EVALUATION OF PROFESSIONAL GROWTH AND SERVICE OF ADMINISTRATORS

1	2	3

STANDARD 1: DIRECTS A MAJOR PORTION OF HIS TIME TOWARD IMPROVING INSTRUCTION.

Behavioral Evidences:

__Works continuously with large groups and with individuals to improve learning experiences;

__Works to assist teachers in their professional performance in the classroom;

__Works with individual teachers to assess their strengths and weaknesses and assists them to overcome weaknesses;

__Brings to the teachers resource and supervisory personnel to assist them in strengthening their teaching;

__Provides opportunity for the teacher to visit and observe other teachers considered to be strong in areas in which improvement is needed.

Supplementary Evidences:

__Reveals through copies of joint evaluation forms time spent on improving instruction.

STANDARD 2: DEMONSTRATES KNOWLEDGE IN GENERAL EDUCATION AND IN HIS SPECIALTY ADEQUATE TO HIS ROLE AS AN EDUCATIONAL LEADER.

Behavioral Evidences:

__Presents a score on the NTE of acceptable percentile on the combined common and area portions of the instrument with no less than acceptable percentile on either portion, NTE scores to be set by local school board;

__Shows acceptable understanding of child growth and development appropriate to the age level of students he administers to in both practice and discussion;

__Shows understanding of the purposes and acceptable practices of guidance and counseling;

__Indicates administrative ability in supervision of counseling services through counseling referrals;

__Organizes his staff in an effective manner;

__Schedules learning experiences in a flexible way to allow large and small blocks of time for timely input from outside resources;

Supplementary Evidences:

__Reveals ability to provide learning experiences in a flexible but organized manner through submission of master schedule and accompanying time schedule.

STANDARD 3: PLANS WELL.

Behavioral Evidences:

__Develops job specifications;

__Makes plans to meet needs on short and long-term bases;

__Bases plans on research;

__Utilizes his staff in development of plans;

__Develops organizational plans and procedure;

__Executes plan of action appropriately and with vigor, adequate supervision and evaluation.

Supplementary Evidences:

__Submits plans in conference and in writing;

__Requests budgetary support for plans;

___ ___ ___ __Reveals consideration of pupil population in planning for learning activities and support thereof.

___ ___ ___ STANDARD 4: ORGANIZES HIS WORK WELL AND ASSISTS OTHERS TO ORGANIZE TASKS IN AN EFFECTIVE MANNER.

Behavioral Evidences:

__Observes a reasonable and demanding schedule;

__Establishes priorities and allocates time in accordance therewith;

__Delegates to staff members tasks which rightly should be theirs and then supervises the performance;

__Defers as much desk work as possible to hours after students are gone or to a time before students arrive, thus devoting his school-day hours to the instructional and supervisory tasks and to working with the students;

__Develops job specifications and makes assessments in consideration of job specifications and qualifications.

Supplementary Evidences:

__Supervises instruction and operation of school during time students are present;

__Defers office tasks, except emergencies, until after student hours;

__Reports progress in improvement of instruction in his school at any time.

___ ___ ___ STANDARD 5: GIVES EVIDENCE OF ORIGINATING AND DEVELOPING CONSTRUCTIVE IDEAS.

Behavioral Evidences:

__Introduced new ideas, for instance:

1) _____

2) _____

3) _____

__Creates a climate in which innovative ideas and plans are invited from teachers, other staff members, students and parents;

__Gives every worthy idea full consideration and works with staff and students to sharpen ideas and to implement them.

Supplementary Evidences:

__Submits requests for budgetary support of new ideas.

___ ___ ___ STANDARD 6: SHARES DECISION-MAKING ROLE WITH HIS STAFF.

Behavioral Evidences:

__Presents ideas or plans and invites staff to evaluate, alter, or amend;

__Indicates no sense of threat in the process.

Supplementary Evidences:

__Presents plans approved by the staff for approval and implementation.

___ ___ ___ STANDARD 7: UNDERSTANDS THE DUAL ROLE OF THE ADMINISTRATOR, THAT OF LEADER AND EXECUTIVE, AND DOES NOT CONFUSE THE TWO, WHILE RECOGNIZING THAT BOTH ROLES OBVIOUSLY OFTEN BLEND TOGETHER IN A GIVEN PROBLEM.

Behavioral Evidences:

__Considers that in exercising the leadership role he is managing the decision-making process, with full participation of all individuals affected by the decision and with his own input into the process without exercise of veto and without manipulation;

__Observes mandate of statutes and regulations of board and higher authority while allowing freedom in decisions beyond those mandates;
__Understands that the executive function is to carry out or implement decisions with firmness and without hesitation.

Supplementary Evidences:

__Submits policy developed by staff for approval.

___ ___ ___ STANDARD 8: COMMUNICATES DECISIONS TO ALL CONCERNED.

Behavioral Evidences:

__Publishes in memorandum form those decisions or announcements needing no discussion;
__Before publishing tentative decisions in memorandum form, communicates these decisions to staff meetings, student assemblies, or conferences if the decisions require clarification or revision by these groups.

Supplementary Evidences:

__Submits final adopted decisions or policies to superintendent for approval.

___ ___ ___ STANDARD 9: SUPERVISES THE ANCILLARY OR AUXILIARY SERVICES WITH EFFECTIVENESS.

Behavioral Evidences:

__Demonstrates an understanding of the library as a learning resources center and invites the staff to requisition materials and equipment to that end;
__Understands the purposes of the cafeteria and gives his support to its manager;
__Realizes the importance of a clean, orderly, cheerful physical plant and environs and supervises with care the maintenance staff;
__Realizes the importance of health services and supports the clinic staff and its program.

Supplementary Evidences:

__Submits requisitions for books, materials, audio-visual equipment for learning resources center;
__Submits evaluation on non-certified personnel regularly;
__Makes recommendations in the area of auxiliary services.

___ ___ ___ STANDARD 10: REALIZES THE IMPORTANCE OF STUDENT PARTICIPATION IN LEADERSHIP AND DECISION- MAKING.

Behavioral Evidences:

__Makes known publicly his desire to have a strong, representative student council which is free to make decisions in their realm of jurisdiction;
__Develops processes for student elections of officers and representatives on school-wide basis;
__ Invites students to express themselves freely and to take action and establish policy within their jurisdiction;
__Takes decisions made by faculty to students for discussion and feedback;
__As often as necessary establishes decisions by students as tentative until ratified by faculty;
__At times secures condition on faculty decisions that they are to be ratified by student council before becoming effective.

Supplementary Evidences:

__Submits student code to superintendent for review and disposition;
__Submits bylaws of student council for review and disposition;
__Submits policy decisions of faculty and joint faculty-student decisions for review and disposition.

STANDARD 11: ARRANGES IN-SERVICE EXPERIENCES FOR HIS STAFF MEMBERS AS NEED BECOMES APPARENT.

Behavioral Evidences:

__Confers with his staff members individually and as a group to determine professional needs;

__Arranges for appropriate specialists needed to conduct in-service learning experiences needed by staff members;

__Evaluates the in-service experience with both school staff and central staff assistance.

Supplementary Evidences:

__Submits in-service plan to the superintendent, with budget estimate;

__Through central office staff, secures approval on allocation of personnel to meet needs;

__Submits evaluation of in-service program to superintendent.

STANDARD 12: INITIATES WITH STAFF BUDGET PLANNING PROJECTION OF ENROLLMENT AND NATURE OF PUPIL POPULATION, AND ASSESSMENT OF SCHOOL PROGRAM NEEDS, SUPPORT SERVICE NEEDS, AND RESULTING PERSONNEL REQUIREMENTS.

Behavioral Evidences:

__Projects with staff, and with assistance from central office, student enrollment and demographic description of that enrollment;

__With staff, projects program changes to meet the student needs in learning experiences, materials, equipment, counseling, facilities, library acquisitions;

__Develops with staff personnel needs to staff program for projected enrollment.

Supplementary Evidences:

__Submits projection of student enrollment, with description;

__Submits recommended program additions and deletions;

__Submits requisitions to support program projections, material and human.

STANDARD 13: WITH THE STAFF, PLANS MEANS OF MAINTAINING OPEN COMMUNICATION WITH THE "PUBLICS" OF THE SCHOOL.

Behavioral Evidences:

__Identifies the groups with special interests and openly acknowledges need for continuous communication rather than "selling";

__Identifies individuals among staff with expertise in certain areas needed in communication with certain groups;

__Identifies certain parents with expertise needed in communicating with specified groups;

__Considers with staff and parent group the types of meetings beyond usual PTA proceedings needed to communicate the purpose and programs of the school;

__Develops with the staff plans for activities to enhance interpersonal relationships among staff members, pupils, parents;

__Communicates plans to pupils and parent group.

Supplementary Evidences:

__Submits plans in each category to superintendent for review and approval.

STANDARD 14: EVALUATES STAFF MEMBERS INDIVIDUALLY EACH YEAR AND MAKES FIRM RECOMMENDATIONS.

Behavioral Evidences:

__Follows evaluative process suggested in policy adopted by the system;

__Confers with individual staff members throughout academic year to assist in establishing acceptable level of professional performance;

___Confers by March 1 of every academic year with each staff member and in review of all assessments makes a decision to recommend re-election or non-election and informs the staff member involved, reviewing the rights of the staff member in appeal;

___Identifies in the evaluative process with the staff members those individuals who should be reassigned or promoted, with specific recommendations in each case;

___Identifies in the evaluative process, with the evaluatee, the individual who possesses usable talents and abilities in an area other than teaching and makes firm recommendation as to suitable placement in the system or outside;

___In the evaluative process with the staff member, determines needs for improvement and supervises activities toward improvement;

___In the evaluative process with the staff member, determines those individuals to be separated and advises such individuals, with reasons, of intended recommendations;

___Observes code of ethics of his professional organization;

___Considers unsolicited parent assessment of strengths and weaknesses of teacher performance.

APPENDIX B

FORMS TO BE USED IN SETTING AND EVALUATING INDIVIDUAL ADMINISTRATOR JOB TASKS

FORM TO BE USED BY EVALUATEE AND EVALUATOR IN SETTING INDIVIDUAL ADMINISTRATOR JOB TASKS[1]

NAME OF SCHOOL _____

NAME OF EVALUATEE _____

NAME OF EVALUATOR _____

INSTRUCTIONS: In the first two months of the academic year each administrator will decide on the job tasks he considers most important to his professional growth. He will list and initial these in the space provided. His immediate supervisor will also list and initial the job tasks he considers essential for the evaluatee. Then at a conference held in the first two months of the school year, the evaluatee and evaluator will consider the list together and reach agreement on those tasks to be used in the final evaluation. Both evaluatee and evaluator will initial the agreed upon tasks under the column headed "Conference."

	INITIALS		
	EVALUATEE	EVALUATOR	CONFERENCE
I. AREA OF PERSONAL QUALITIES			
Tasks			
1.	____	____	____
2.	____	____	____
3.	____	____	____

(Use additional sheets as needed.)

[1]Adapted from form used in Cincinnati Public Schools, published in Educational Research Circular No. 7, AASA and NEA Research Division, 1968, p. 30.

	EVALUATEE	INITIALS EVALUATOR	CONFERENCE
II. AREA OF PROFESSIONAL COMPETENCIES AND QUALITIES			
Tasks			
1.	____	____	____
2.	____	____	____
3.	____	____	____
III. AREA OF ADMINISTRATIVE PERFORMANCE			
Tasks			
1.	____	____	____
2.	____	____	____
3.	____	____	____

Evaluatee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Reviewing Officer's Signature _____ Date _____

FORM TO BE USED FOR EVALUATION OF PROGRESS ON INDIVIDUAL ADMINISTRATOR JOB TASKS[2]

NAME OF SCHOOL _____

NAME OF EVALUATEE _____

NAME OF EVALUATOR _____

INSTRUCTIONS: Prior to the final evaluation period, the administrator will individually assess his progress on the previously proposed job tasks. He will indicate those he feels he has successfully completed by listing and initialing them under the column headed "Evaluatee." His immediate supervisor, working separately, will indicate the job tasks he considers successfully completed by initialing them under the column headed "Evaluator." In conference both Evaluatee and Evaluator will consider the proposed job tasks and jointly initial those they agree are successfully completed. When all job tasks are completed to the satisfaction of both parties, they will sign and date the form.[3]

---

[2]See footnote on page 2, Appendix B.

[3]If Evaluatee and Evaluator fail to agree on successful completion of one or more job tasks, either party has recourse to the Central Appeals Committee.

		INITIALS		
		EVALUATEE	EVALUATOR	CONFERENCE
I.	AREA OF PERSONAL QUALITIES			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____
	(Use additional sheets as needed.)			
II.	AREA OF PROFESSIONAL COMPETENCIES AND QUALITIES			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____
III.	AREA OF ADMINISTRATIVE PERFORMANCE			
	Tasks			
	1.	____	____	____
	2.	____	____	____
	3.	____	____	____

Evaluatee's Signature Date

Evaluator's Signature Date

Reviewing Officer's Signature Date